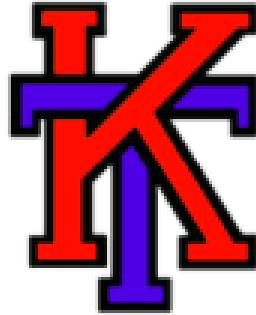


K-2 Theater Curriculum

Caruso School

Full Year



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Statement of Purpose

Theatre should play an important role in education, as an all-encompassing discipline that allows the student to explore, understand, and strengthen self-knowledge in many ways. This art form has the ability to strengthen collaboration skills and sharpen problem-solving abilities while instilling discipline and giving individuals a strong sense of pride and accomplishment

Summary of the Course

This course addresses four basic domains of learning: Psychomotor--developing perceptual and expressive skills and techniques; Cognitive--assimilating knowledge and developing higher order thinking skills; Affective--cultivating positive attitudes toward art and the discipline, and about themselves in relation to art; and Aesthetic--deriving pleasure from a combination of senses, emotions, intellect, philosophy, imagination and spirit.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks/Weeks	
1	20 Weeks	The Creative Process, Performance, and Aesthetic Responses

(*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

Unit 1: The Creative Process, Performance, and Aesthetic Responses

Summary of the Unit: In this unit students will learn that theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- How do we use voice and movement to tell a story?
- Why do we change our voice for retelling parts of a story?
- How do actors communicate with the audience?
- How do we use body language to communicate?
- How do we use voice to express feelings, emotions or mood?
- Why do we pretend?
- Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one’s progress toward them, as well as comparing one’s work to the criteria on a rubric or checklist.
- Written or Drawn Work (using technology when appropriate)
- Sharing feelings, dreams, and wishes about dance and dancing.
- Planning and documenting choreographic process (sketching or collecting ideas for a dance).
- Personal responses to performances.

Instructional Materials:

- [Classroom and Drama Lesson Plans](#)
- [Creative Drama Classroom](#)

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
The Creative Process, Performance, and Aesthetic Responses	20 Weeks	Students will be able to: • Recognize, mirror and create emotions described in stories and dramatic play.	• Teach students about using stage voices. Game idea: Give each child a simple phrase, easy to memorize. Example: "Anthony, come here." or "Open the door." Each student then	1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances 1.1.2.C.2 Express stage directions, areas of the stage, basic stage

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		<ul style="list-style-type: none"> • Respond within imaginary circumstances to objects, settings and conditions. • Use emotional expression and imaginary objects in dramatic play. • Sustain focus in the imaginary world of the activity, sharing or performance. • Contribute positively and responsibly to ensemble activities. • Demonstrate sensitivity to the emotional and physical safety of self and others. • Sustain concentration, focus and commitment in group activities with a shared performance goal. • Respond to and incorporate directions. • Use the body and voice expressively. • Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low. • Demonstrate physical self-control in large and fine motor skills. • Use the body and face to create and react to imaginary conditions. • Create and mirror shapes and movements with other students. • Create and imitate human, inanimate and animal characters. • Demonstrate an understanding of how physical environment and the elements impact behavior. • Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters. • Demonstrate a preliminary understanding of specific character desires and needs. 	<p>has to say their line in three or four different tones of voice to convey different meanings.</p> <ul style="list-style-type: none"> • Improvisation: Pretend you have a box of shoes (or use an actual shoe box). Take imaginary shoes out and make a big deal about putting them on (a ballerina will lace up to her knees, a fireman will pull on high boots, etc.). Then, silently, act out the character (dance, put out fires climbing ladders, etc.) Have the other kids guess the character. • Call out basic stage directions (e.g., down right, left center, etc.), with students moving to the area of the stage designated by the teacher. The task may be extended by giving students a sequence of movements from area to area and adding simple activities. The stage floor may be labeled to facilitate this exercise. • Passing stories on: Read a story and retell it verbally. Then act out key sections of the story, share it with another class, and have that class pass it on to another class. The last class may share the story as a performed play. • If You Give a Mouse a Cookie Lesson Plan: Creative drama with literature. Starts with a relaxation leading to a warm-up. Then reading the book to the class. Followed by choral reading from the class then a cool down. • St. George and the Dragon Pantomime Lesson • Voice and Occasion: First create an open space in your classroom and have students sit in a circle. Each student selects one index card from a container. On the card, a location (i.e., couch, desk, gym, bus, park) and 	<p>movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).</p> <p>1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.</p> <p>1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.</p> <p>1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.</p> <p>1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.</p> <p>1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
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		<ul style="list-style-type: none"> • Demonstrate an understanding of sequence of character actions. • Imitate and create basic emotions. • Understand and use basic vocabulary related to stage directions and areas of the stage. • Identify the beginning, middle and end of a story. • Differentiate between actor and character. • Demonstrate an understanding of the “5 Ws” (Who? What? When? Where? Why?) when viewing a theater work or hearing a story. • Retell a story individually or in groups with attention to accurate sequencing. • Demonstrate an understanding of sequence of actions through pantomime. • Pantomime simple daily activities, including healthful practices in eating and hygiene. • Participate in poetry and prose choral readings with group or solo response. 	<p>a person (i.e., friend, teacher, guardian) are provided. Pick a student to select one stuffed animal or toy from a pile you gathered before class, then place it anywhere in the circle. Invite the student to speak to the object as if it were the person listed on the index card in the appropriate tone of voice for the given location. After the student speaks, the rest of the class guesses the location of the conversation and whom the doll or toy represents. Continue until every student has a chance to speak.</p> <ul style="list-style-type: none"> • Story: Going on a Bear Hunt - Teacher reads “Going on a Bear Hunt” to students and has them mimic his voice repeating lines using appropriate voice and volume. Vary the pitch and volume of their voice (stylized by either stretching them out or speaking them short and punctuated) to get the students to explore vocal range. The different settings (e.g. tall grass; Are there bugs living in the grass? Is the grass taller than you? If so, how would you move through very tall grass?) are explored. When an action occurs in the story, they stop and ask students what the action might sound like to create sound effects. They model the sound and has students mimic or come up with their own sounds. The teacher helps the children create some actions and facial expressions appropriate for volume, pitch, and style of the words, based on their experience with the reading of “Going on a Bear Hunt.” Children make sounds with their hands, feet, and voices. (e.g., rub their hands together, stomp their feet, clap, pat, 	<p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>
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			whisper, vocal gibberish is encouraged to match the action). The audience guesses what the gestures, expression, noises, and actions mean.	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

Students with Disabilities: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.2 : Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.2.D.1: Digital Citizenship

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Math: Estimate the length of the play, taking into account scene changes and intermission.

Math: Measure the stage and performance space for area and perimeter. Mark the downstage edge of the playing area in one-foot increments from either side of the stage.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.